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ABSTRACT

Intended for use by individuals, teacher education institutions, private and corporate educational, vocational, and social agencies, and the general public, this guide presents the International Reading Association's recommendations for the preparation of teachers concerning knowledge of the reading process and reading instruction. The document's major sections describe the designated roles and responsibilities, academic preparation, and competencies of classroom teachers, reading specialists and allied professionals. Role responsibilities of early childhood and/or elementary and secondary teachers are delineated. The following roles of reading specialists are described: diagnostic-remedial specialist, developmental reading-study skills specialist, reading consultant/reading resource teacher, reading coordinator/supervisor, and reading professor. In addition, the functions of special education teachers, administrators, and support service providers as allied professionals are presented. The knowledge areas and competencies presented relate to teachers', reading specialists', and allied professionals' preparation in the teaching of reading, language, and thinking. Competencies based on roles are outlined in graphic form under the following major categories: (1) linguistic and cognitive bases for reading, (2) comprehension, (3) word identification and vocabulary, (4) appreciation and enjoyment, (5) diagnostic teaching, and (6) continuing program maintenance planning and improvement. (JD)

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Guidelines for the Specialized Preparation of Reading Professionals

Developed by the
Professional Standards and Ethics Committee
of the
International Reading Association

April 1986

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Guidelines for the Specialized Preparation of Reading Professionals

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Guidelines for the Specialized Preparation of Reading Professionals

Introduction

The International Reading Association is a professional organization concerned with the promotion of literacy, with specific emphasis on reading, language, and thinking. Its primary purposes are to promote quality reading/language arts instruction, and a level of reading maturity commensurate with each individual's unique capacity.

Reading is a life-long, developmental process. To flourish and mature, it must be promoted and reinforced at every level from early childhood/elementary school through high school, college, and beyond.

Effective reading requires relevant prior knowledge structures, intertwined with the ability to interpret critically and apply new information. Hence, the central objective of the school reading program is to promote maturity in reading and maturity through reading, i.e., learning to read and reading to learn.

This publication is the Association's recommended guide for individuals, teacher education institutions, local, state and provincial education agencies, professional organizations, private and corporate educational, vocational, and social agencies, and the general public as they examine the preparation of teachers in knowledge of the reading process and in reading instruction.

Contents of the Publication

The major sections of this document address the issues of:

- Designated Roles and Responsibilities of Classroom Teachers, Reading Specialists and Allied Professionals.
- Academic Preparation in Reading for Classroom Teachers, Reading Specialists and Allied Professionals.
- Competencies for Classroom Teachers, Reading Specialists and Allied Professionals.

Designated Roles and Responsibilities of Reading Professionals

Many titles are used by local, state and provincial educational agencies to describe the various roles and responsibilities of teachers and administrators involved in reading instruction. Although several different titles could be used to delineate each of the roles described in this document, for implementation of these Guidelines, a role description is more important than its title. In many educational agencies and situations, individuals fulfill more than one role. In such cases, it is recommended that a person be qualified and certificated (licensed/credentialed) for each assigned role.

Role Responsibilities

CATEGORY I: CLASSROOM TEACHERS

- Role 1 *Early Childhood and / or Elementary Teacher* (Preschool-8)
  Teaches in a regular classroom at the preschool, elementary, middle school or junior high school level, responsible for classroom reading or reading readiness instruction. Also responsible for the basic identification of and the prevention of reading problems.
- Role 2 *Secondary Teacher* (Grades 7-12)
  Teaches in a regular (self-contained or departmentalized content area) classroom at the middle school, junior high, or high school level, responsible for reading instruction in content areas (as opposed to instruction in specialized reading courses.)

CATEGORY II: READING SPECIALISTS

- Role 3 *Diagnostic-Remedial Specialist*
  Assesses, remediates, and plans instructional intervention at the elementary or secondary level, or in a laboratory, a clinic (public, private or commercial), or a resource center at all levels. Provides service to students designated as having reading disabilities, reading difficulties, or environmental/educational deprivation (e.g., Chapter 1). Coordinates reading services provided to each disabled learner in conjunction with the classroom teacher and those in allied professions.
- Role 4 *Developmental Reading-Study Skills Specialist*
  Teaches developmental and / or corrective reading, writing, and thinking skills at the secondary school, community college, college or university/professional

school levels. May be responsible for teaching developmental reading in corporate educational, vocational, penal, or social agencies.

Responsible for teaching higher order developmental and study skills as well as for providing diagnostic corrective and/or remedial services.

- Role 5 *Reading Consultant/Reading Resource Teacher*
  Organizes and administers a school site reading program.

  Responsible for providing leadership to classroom teachers, diagnostic remedial specialists, and / or developmental reading study skills specialists in planning, organizing, managing, and evaluating the school-wide reading program. The consultant's tasks may include: a) applying current research/theory to practice in all programs; b) articulating a balanced reading-language-thinking program through the grades; c) providing staff development consistent with assessed needs of program and staff; d) coordinating the work of reading specialists and special services personnel; and e) advising administration and community about the school reading/language arts program.

- Role 6 *Reading Coordinator/Supervisor*
  Supervises a district-wide reading and language arts program as central office staff person, or directs public, private, or corporate educational, vocational, penal, or social agency serving learners at any level.

  Responsible for student progress toward reading maturity through: a) improvement of curriculum, methodology, and management of district-wide reading/language arts programs and policies; b) application of current research/theory in the refinement of reading and language arts instruction; c) coordination and implementation of collaborative reading research; d) attainment of resources through budget processes and grant applications; e) development of community support for the reading/language arts program; f) supervision and evaluation of classroom teachers, diagnostic-remedial specialists, and reading consultants; and g) support of professional development through provision for attendance at workshops, conferences, and conventions.

- Role 7 *Reading Professor*
  Teaches reading education courses at college or university level.

  Responsible for: a) providing preservice education, inservice education, and advanced study at the college and university level to all reading professionals designated in this document; b) conducting research and evaluating the principles, practices, and needs of the field; and c) disseminating state-of-the-art information goals and objectives to the educational community and community at large through collaborative efforts in publication and speaking.

CATEGORY III: ALLIED PROFESSIONS

- Role 8 *Special Education Teacher*
  Has direct instructional responsibilities in a self-contained learning disabilities or special education classroom or a resource room. Works with students who have specific disabilities in reading as well as those who are deficient in several academic areas.

- Role 9 *Administrator*
  Provides leadership to, and supervision of, elementary or secondary teachers at the building or district level. Is ultimately responsible for the school reading program.
- Role 10 *Support Service Provider*
  Provides service to students with reading problems in the role of a psychologist, a guidance counselor, a speech teacher/therapist, or a social worker in a public or private school or educational agency.

Designated Knowledge Areas and Competencies for Reading Professionals

The International Reading Association, in suggesting knowledge areas and competencies for teachers, specialists, and those in allied professions, assumes appropriate liberal arts pedagogical background. It also assumes frequent professional experiences with learners. The knowledge areas presented here relate to the teachers', reading specialists', and all allied professionals' preparation in the teaching of reading, language, and thinking.

Academic Preparation

Two general approaches to teacher preparation are currently in use: (1) modules based on sequences of skills, concepts, and attitudes to be attained by a teacher, and (2) credit hour courses. Often these approaches need to be equated. This is done by studying course content to ascertain which competencies are addressed. The terminology used here is that of the institutions of the United States and *A Dictionary of Reading and Related Terms* (International Reading Association, 1981). For the purpose of these Guidelines, one unit of credit or credit hour is equal to approximately 15 clock hours of instruction, i.e. a semester credit hour unit rather than a term credit hour unit.

CATEGORY I: CLASSROOM TEACHERS (Roles 1,2)

The preparation of all classroom teachers at the early childhood/elementary school level should include a total of nine credit hours: six in *core* courses and three in *related* courses. The preparation of all classroom teachers at the secondary school level should include a minimum of three to six credit hours: three in *core* courses with additional credits drawn from either category.

Core courses (generic titles)
- Reading in the Elementary School
- Reading in the Middle School
- Reading in the Secondary School
- Reading in the Content Areas
- Practicum in Teaching Reading

Related courses
- Language and Cognitive Development
- Teaching of the Language Arts
- Literature for Children

Literature for Adolescents and Young Adults
Child/Adolescent Psychology
Linguistics

CATEGORY II: READING SPECIALISTS (Roles 3,4,5,6,7)

The preparation of Diagnostic-Remedial Specialists (Role 3), Developmental Reading Study Skills Specialists (Role 4), Reading Consultant/Reading Resource Teacher (Role 5) requires a minimum of 18-24 graduate credit hours in reading education courses from among:

Language Arts
Content Area Reading, Study, and Thinking Skills
Evaluation of Reading and Related Abilities
Children's or Adolescent Literature
Psychology of Reading
Sociology of Reading
Assessment of Reading Difficulties
Correction of Reading and Related Deficiencies
Clinical Practicum Internship
Seminar in Reading Research
College and Adult Reading Programs
Reading and the Learning Disabled Student
Teaching English As a Second Language

The preparation of Reading Coordinator/Supervisor (Role 6) should be three to six credit hours in supervision and administration courses and an additional three to six credit hours in specialized reading courses from among:

Action Research and Program Evaluation in Reading
Supervision and Organization of Reading Programs
Internship in Clinical or Field Based Supervision

The Reading Professors (Role 7) should be prepared in course work similar to that of reading specialists. In addition, they should be graduates of an accredited doctoral program preparing them to assess, interpret, and engage in research and development activities.

CATEGORY III: ALLIED PROFESSIONS (Roles 8,9,10)

The preparation of *all* special education teachers (Role 8)* should include six credit hours in core reading courses and three credit hours in related reading courses from among:

Core courses (generic titles)
Reading in the Elementary School
Reading in the Middle School
Reading in the Secondary School
Reading in the Content Areas
Practicum in Teaching Reading

Related courses
- Language and Cognitive Development
- Teaching of the Language Arts
- Literature for Children
- Literature for Adolescents and Young Adults
- Child/Adolescent Psychology
- Linguistics

The academic preparation of school administrators (Role 9) should include six credit hours in basic reading courses and nine credit hours in related reading courses.

School administrators, as the instructional leaders at the local level, should possess knowledge of the reading process, classroom reading instruction, and knowledge of the organization of classrooms and schools for effective instruction. It is recommended that all administrators possess the common knowledge areas and competencies for classroom teachers. In addition, they should have knowledge and competence in program planning and curriculum.

The preparation of support service personnel (Role 10), such as psychologists, guidance counselors, speech teachers/therapists, and social workers, should include a minimum of 6-9 hours in the core and related reading courses (page 5).

*If the person is a special educator who assumes the role of a diagnostic-remedial reading specialist (Role 3), the same knowledge areas and competencies will be required of the special educator as those required of the diagnostic-remedial reading professional (page 6 and page 8+).

Competencies
Role Titles

CATEGORY I: CLASSROOM TEACHER
- Role One: *Early Childhood and Elementary Teacher*
- Role Two: *Secondary Teacher*

CATEGORY II: READING SPECIALIST
- Role Three: *Diagnostic-Remedial Specialist*
- Role Four: *Developmental Reading-Study Skills Specialist*
- Role Five: *Reading Consultant/Reading Resource Teacher*
- Role Six: *Reading Coordinator/Supervisor*
- Role Seven: *Professor of Reading*

CATEGORY III: ALLIED PROFESSIONS
- Role Eight: *Special Education Teacher*
- Role Nine: *Administrator*
- Role Ten: *Support Service Provider*

Level of Competency

O - not required
A - basic understanding
B - intermediate understanding
C - in-depth understanding

NOTE: The knowledge areas and competencies described in this document should be regarded as minimum requirements.

COMPETENCIES	ROLES									
	Classroom Teachers		Reading Specialists					Allied Professions		
	1	2	3	4	5	6	7	8	9	10
I. *Linguistic and Cognitive Bases for Reading*										
A. Linguistics										
1. Understands that language is a symbolic system representing concepts and feelings.	A	A	B	B	C	C	C	B	A	A
2. Understands the relationship of graphophonemic, morphemic, syntactic, and semantic systems of language to the reading process.	A	A	C	B	B	C	C	A	A	A
3. Respects linguistic differences in relation to the sociocultural environment.	B	B	C	B	C	C	C	B	B	B
4. Understands the concept of dialectical variation.	A	A	C	B	B	C	C	A	A	A
B. Psychology of Language and Cognition										
1. Understands the linguistic and cognitive bases of the reading process.	A	A	B	B	C	C	C	A	A	A
2. Understands the role of prior knowledge and experience in learning new information.	C	C	C	C	C	C	C	C	C	C
3. Understands the modes of thought (e.g. analytical thinking, critical thinking, and divergent thinking) operative in the reading process.	C	C	C	C	C	C	C	C	B	B
4. Understands the role of metacognition in reading and learning.	B	B	C	C	C	C	C	B	B	B

Level of Competency: O - not required; A - basic understanding; B - intermediate understanding; C - in-depth understanding

COMPETENCIES	ROLES: Classroom Teachers		Reading Specialists					Allied Professions		
	1	2	3	4	5	6	7	8	9	10
C. Language and cognitive development										
1. Understands major theories of language development.	C	A	C	A	B	B	C	C	A	A
2. Understands major theories of cognitive development.	B	B	B	B	B	B	C	B	A	B
3. Understands the importance of oral language and in the development of reading and writing.	C	A	C	C	C	C	C	C	B	B
4. Understands the role of varied instructional experiences in language and concept development.	C	C	C	C	C	C	C	C	B	A
5. Understands the relationship of reading to other language arts and the content areas.	C	C	C	C	C	C	C	C	C	A
II. *Comprehension*										
A. Literal/interpretive comprehension										
1. Provides direct instruction and modeling of comprehension strategies.	C	C	C	C	C	C	C	C	B	A
2. Teaches students how to apply comprehension strategies for a variety of purposes to various materials and tasks, including everyday life situations.	B	C	C	C	C	C	C	C	B	A
3. Provides instruction in using knowledge of the conventions of language and genre in the reading process (e.g. sentence patterns, punctuation cues, paragraph structures, and styles of discourse).	B	B	C	C	C	C	C	C	A	A

Level of Competency: O - not required; A - basic understanding; B - intermediate understanding; C - in-depth understanding

COMPETENCIES	ROLES									
	Classroom Teachers		Reading Specialists					Allied Professions		
	1	2	3	4	5	6	7	8	9	10
4. Uses teacher directed questions to enhance understanding.	C	C	C	C	C	C	C	C	A	A
5. Develops students' abilities to use self-guided questioning.	C	C	C	C	C	C	C	C	A	A
6. Integrates comprehension strategies into the content areas.	C	C	C	C	C	C	C	C	A	A
B. Critical/evaluative comprehension										
1. Develops a functional understanding of critical reading.	C	C	C	C	C	C	C	C	A	A
2. Teaches students to evaluate material in terms of recency, accuracy, adequacy, and relevance.	B	C	C	C	C	C	C	C	A	A
3. Teaches students to seek out and synthesize information from a variety of textual and non-textual sources.	A	C	C	C	C	C	C	C	A	A
4. Teaches students to analyze bias and propaganda.	B	B	B	C	C	C	C	C	A	A
C. Reference and study skills										
1. Teaches students to vary reading rate with purpose(s) for reading and difficulty of material.	A	C	C	C	C	C	C	C	A	A
2. Teaches students to locate and use reference materials.	B	C	C	C	C	C	C	C	A	A

Level of Competency: O - not required; A - basic understanding; B - intermediate understanding; C - in depth understanding

COMPETENCIES	ROLES: Classroom Teachers		Reading Specialists					Allied Professions		
	1	2	3	4	5	6	7	8	9	10
3. Teaches students to take notes, to develop outlines, to combine information from a number of sources, and to use and prepare bibliographies.	B	C	C	C	C	C	C	B	A	A
4. Teaches students to use self directed strategies for reading and study tasks.	B	C	C	C	C	C	C	B	A	A
5. Teaches students to use the parts of a book: table of contents, advance organizers, headings, footnotes, summaries, questions, glossary, indexes, and appendices.	B	C	C	C	C	C	C	C	A	A
6. Teaches students to understand and interpret graphics: tables, charts, graphs, figures, illustrations, and photographs.	B	C	C	C	C	C	C	C	A	A
III. *Word Identification and Vocabulary*										
A. Word Recognition										
1. Understands the relationship between word recognition and comprehension.	B	C	C	C	C	C	C	C	A	A
2. Teaches the flexible use of a wide variety of word recognition strategies.	C	B	C	C	C	C	C	C	A	A
3. Teaches the use of: a) word recognition, b) graphophonemic relationships, and c) context clues.	C	B	C	C	C	C	C	C	A	A
4. Uses a variety of approaches for teaching word recognition.	C	B	C	C	C	C	C	C	A	A

Level of Competency: O - not required; A - basic understanding; B - intermediate understanding; C - in depth understanding

COMPETENCIES	ROLES: Classroom Teachers		Reading Specialists					Allied Professions		
	1	2	3	4	5	6	7	8	9	10
B. Word meanings										
1. Teaches strategies for learning the meanings of words.	C	C	C	C	C	C	C	C	A	A
2. Creates lessons to develop and extend vocabulary.	C	C	C	C	C	C	C	C	A	A
IV. *Appreciation and Enjoyment*										
A. Teaching the author's craft										
1. Creates lessons to encourage appreciation of language.	C	C	C	C	C	C	C	C	A	A
2. Encourages the appreciation of a wide variety of genre, appropriate to the students' developmental reading level.	C	C	C	C	C	C	C	C	B	A
3. Conducts lessons to advance personal-social growth through literary appreciation.	C	C	C	C	C	C	C	C	A	A
B. Developing lifelong reading habits										
1. Provides direct instruction and modeling in the use of books and other printed sources for personal growth and lifelong learning.	C	C	C	C	C	C	C	C	A	A
2. Teaches content area reading strategies to encourage competence and independence for lifelong learning.	B	C	C	C	C	C	C	B	A	A
V. *Diagnostic Teaching*										
A. Assessing student needs										
1. Regards evaluation as an ongoing process, not a onetime activity.	C	C	C	C	C	C	C	C	C	C

Level of Competency: O - not required, A - basic understanding, B - intermediate understanding, C - in-depth understanding

COMPETENCIES	ROLES: Classroom Teachers		Reading Specialists					Allied Professions		
	1	2	3	4	5	6	7	8	9	10
2. Administers, scores, and interprets both norm referenced and criterion referenced tests to assess reading readiness and reading achievement.	C	B	C	C	C	C	C	C	B	B
3. Uses observational and informal assessment procedures to plan and monitor student learning in reading.	C	[illegible]	C	C	C	C	C	C	B	C
4. Identifies patterns of behavior which might indicate physical, social, emotional, or intellectual impediments or progress toward reading maturity.	C	C	C	C	C	C	C	C	C	C
5. Understands characteristics, strengths, and weaknesses of various assessment instruments.	A	A	C	C	C	C	C	B	C	C
6. Applies principles of test construction and evaluation to development, selection, and use of instruments for assessment purposes.	A	A	B	B	B	C	C	B	B	B
7. Cooperates with appropriate allied professionals in assessing and planning for students with severe reading deficiencies.	A	A	C	A	C	C	C	C	B	C
8. Follows appropriate procedures for referring severely disabled students to agencies and professionals for in depth assessment as appropriate.	C	C	C	C	C	C	C	C	C	C
B. Organizing classrooms for effective instruction.										
1. Emphasizes prevention of disabling conditions.	C	C	C	C	C	C	C	C	C	C

Level of Competency: O - not required, A - basic understanding, B - intermediate understanding, C - in depth understanding

COMPETENCIES	ROLES									
	Classroom Teachers		Reading Specialists					Allied Professions		
	1	2	3	4	5	6	7	8	9	10
2. Uses diagnostic teaching to maximize opportunities for learning	C	C	C	C	C	C	C	C	A	A
3. Understands individual differences in language development, aptitude, experience, and skill development	C	C	C	C	C	C	C	C	C	C
4. Accepts and builds upon students' unique patterns of language	C	C	C	C	C	C	C	C	B	C
5. Uses flexible grouping based on students' instructional level, rate of progress, and interests	C	C	C	C	C	C	C	C	C	A
6. Uses differentiated instruction to accommodate students' background, aptitude, attitudes, interests, and achievement	C	C	C	C	C	C	C	C	A	A
7. Adapts content area reading instruction to meet individual needs	B	C	C	C	C	C	C	C	A	A
C. Using effective teaching and learning approaches										
1. Uses direct instruction and modeling	C	C	C	C	C	C	C	C	B	A
2. Teaches self-monitoring strategies	C	C	C	C	C	C	C	C	A	A
3. Teaches a variety of study strategies	B	C	B	C	C	C	C	B	A	A
D. Instructing students with special reading needs										
1. Understands nature and multiple causes of reading/learning disabilities	B	A	C	C	C	C	C	C	B	C

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COMPETENCIES	ROLES: Classroom Teachers		Reading Specialists					Allied Professions		
	1	2	3	4	5	6	7	8	9	10
2. Uses a variety of high interest materials and techniques for helping students with severe reading/learning deficiencies.	B	A	C	B	C	C	C	C	A	A
3. Teaches reading strategies to students with limited language proficiency.	A	A	B	B	B	B	C	A	A	A
4. Involves parents, when appropriate, in cooperative efforts necessary to help students with reading difficulties.	C	B	C	B	C	C	C	C	C	C
5. Creates special reading resource rooms, clinics, or other facilities to aid students with reading difficulties.	A	A	C	C	C	C	C	B	C	C
6. Uses appropriate techniques for teaching reading to gifted and talented students.	A	A	A	A	C	C	C	A	A	A
7. Coordinates instructional services for exceptional learners.	B	B	C	C	C	C	C	C	C	C
VI. *Continuing Program Maintenance Planning and Improvement*										
A. Interaction with other professionals, parents, and the community										
1. Understands the importance of informing members of the community regarding the reading/language arts program.	C	C	C	C	C	C	C	C	C	C
2. Coordinates students' special reading instruction with regular classroom instruction.	B	B	C	C	C	C	C	C	C	C

Level of Competency: O - not required, A - basic understanding, B - intermediate understanding, C - in depth understanding

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COMPETENCIES	ROLES									
	Classroom Teachers		Reading Specialists					Allied Professions		
	1	2	3	4	5	6	7	8	9	10
B. Curriculum development										
1. Conducts needs assessments and action research to determine program needs.	A	A	B	B	B	C	C	A	C	A
2. Works with the staff to specify the objectives of reading/language arts programs.	A	A	A	A	B	C	C	A	C	B
3. Develops and evaluates school programs in reading/language arts.	A	A	B	B	C	C	C	B	C	A
4. Implements the findings of research within the instructional program.	B	B	B	B	B	C	C	B	B	B
5. Assists classroom teachers in developing reading/language arts lessons.	A	A	B	B	C	C	C	A	A	A
6. Plans for integrating reading/language arts instruction with other curriculum areas.	B	B	B	B	C	C	C	B	B	A
7. Is familiar with developmental, supplemental, nonprint and library materials for teaching reading.	B	B	C	C	C	C	C	B	B	A
8. Uses appropriate supervisory techniques.	O	O	O	O	B	C	C	O	C	A
9. Understands the importance of cost-effective budgetary practices for the reading/language arts program.	A	A	A	A	B	C	C	A	C	A
C. Staff development										
1. Shares the professional literature with teachers and others as appropriate.	A	A	B	B	C	C	C	B	C	B

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COMPETENCIES	ROLES: Classroom Teachers		Reading Specialists					Allied Professions		
	1	2	3	4	5	6	7	8	9	10
2. Plans, conducts, and evaluates inservice programs in reading/language arts.	A	A	A	A	B	C	C	A	C	A
3. Coordinates all the services associated with the reading/language arts program.	O	O	A	A	B	C	C	O	C	O
D. Conducting research										
1. Conducts action research in reading instruction.	A	A	B	B	B	C	C	A	B	A
2. Understands and/or conducts ethnographic and experimental research in reading.	A	A	B	B	B	C	C	A	B	A
3. Uses effective procedures for formative and summative evaluation of reading programs at the school site or system level.	O	O	A	A	B	C	C	O	C	A
4. Prepares status reports for presentation to other reading personnel, administrators, school/education boards, parents and the community at large.	O	O	B	B	B	C	C	O	B	B

Level of Competency: O - not required; A - basic understanding; B - intermediate understanding; C - in depth understanding

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